



Teaching and Learning Policy 2023 – 2024



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Approved by:	Mr. Naveed Iqbal
Date of review:	June 2023
Next review date:	June 2024



Vision: An inspiring and inclusive community hub, developing future leaders.

Introduction

Our school provides a high-standard, international education to students from all over the world. Our culturally diverse student-body influences our programme as we tailor the traditional English curriculum to meet the needs and expectations of the modern global student.

The modern-global-student lives in a world where information travels at the speed of light, and alongside individual cultures is an international culture where knowledge is shared and developed. It is our goal to prepare the modern student for the world they will work in... the world of tomorrow.

As a GEMS Education school, learning through innovation, growing by learning, pursuing excellence and global citizenship are at the heart of our teaching philosophy. We encourage students to understand themselves, develop their identities and competencies, and take advantage of opportunities, as they grow to become lifelong learners in the quest for knowledge.

Purpose of policy

There are four main purposes to this policy:

- To establish an entitlement to high-quality teaching and learning for all learners;
- To establish expectations for teachers in teaching and learning in all subjects;
- To promote continuity and coherence across the school;
- To state the school's approach to teaching and learning in order to promote public and parents' understanding of the curriculum

Aims and objectives

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- To promote, facilitate and enable the inclusion of all groups of children (including those with special educational needs and disabilities, the More-Able Gifted and talented, English Language Learners, Emirati children and boys and girls)
- To provide a broad and balanced curriculum which provides an opportunity for all learners to make progress through enjoyment and challenge
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To promote positive attitudes through our core values of 'compassion', 'empathy', 'respect', 'kindness' and 'leadership' alongside the High Performance Learning values of 'empathy', 'agility' and 'hard-work'.

Teaching and Learning Ethos

At GEMS Metropole learners are encouraged to lead their own learning with teachers as the facilitator. Through High Performance Learning, learners will be provided with a range of learning opportunities that focus on the



skills of linking, meta-thinking, analysing, creating and realising.

Students take ownership of their learning experiences through enquiry-based learning. This is a learning process that engages students to use learning skills to make real-world connections through exploration. This approach encourages students to be curious and ask questions which they will then explore in a variety of ways.



a. Effective Learning

Our expectations at MTS are as follows:

- Meta-thinking – students plan, monitor and assess their own learning.
- Linking – learning is not in isolation but draws links and connections with other subject areas and the wider world.
- Creativity – students develop a set of skills to support them in solving problems in the future world.
- Realising – student develop efficiency in selecting the skills without conscious thought.
- Analysing – students learn to be logical and precise in their approach.

b. Effective teaching

Our expectations at MTS are as follows:

- Teachers firstly need to get to know their learners so that they know how to tap into their interests and motivations and can support their needs; the teacher is the facilitator to learning
- Teachers must have secure subject knowledge and understanding of how learners learn and when support is needed
- Teachers can seek advice from Senior Leaders, Teaching and Learning coaches, subject coordinators or their colleagues
- Teachers need to plan imaginative and engaging lessons and provide an inspiring learning environment. Time and resources should be used creatively to enable all groups of learners learn very successfully
- Every lesson has a clear Learning Objective and Success Criteria which are shared with students so that they understand these. Learning objectives should be specific, achievable and measurable
- A feature of lessons should also include elements of explanation, modelling, scaffolding, practice and self-regulation
- Every lesson includes a measure of progress for children to self-assess their learning, demonstrating that our students are assessment capable learners
- Teachers must use Assessment for Learning (AfL) in their practice so they can accurately understand what their learners know and what progress they are making in order to move them on in a timely manner
- Questions need to be carefully planned & differentiated within the moment to challenge learners' thinking and promote critical responses developing problem solving
- Every lesson is differentiated with bronze, silver, gold and platinum challenges (or their equivalent) which allow for depth of learning ensuring that all individuals meet the learning objective which supports assessment capable learners
- Lessons incorporate high-quality digital technology to enhance learning.
- All teachers cater for a range of differing learning styles and cultural diversity thus ensuring pupil engagement and understanding
- Teachers provide appropriate differentiated resources, which support learning



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outcomes and provide challenge for the more able.



- Teachers have high expectations of presentation, quality and quantity of work
- Assessment data from a variety of sources is used effectively to inform the next steps in teaching, curriculum design and adaptation to support all the learning needs of all groups of learners. In phase one and two, teachers use Planning for Progress (P4P) to support learning and ensure better than expected progress.
- In phase three and phase four teachers use Go4Schools to record and track data alongside departmental markbooks to use data effectively to support learning and progress.
- School employed Learning Support Assistants (LSAs) are fully involved and active in supporting specific learners with adapting resources and planning with the class teacher to ensure equitable access.
- Teachers spend time reflecting on their practice to understand the impact they are having on their learners' learning and how they can maximise this progress further
- Teachers take an active stance in their own Professional Development to impact positively on their practice

Whole School Curriculum Planning

Our curriculum is broad and balanced, aiming to develop a depth of learning of content, skills and the application of this to the real world. We use a range of resources to support our curriculum design: The Early Years Foundation Stage Framework, supported by: The Primary National Curriculum for England 2014. The Secondary National Curriculum for England 2014 The Ministry of Education Curriculum for Arabic, Islamic, Social Studies and Moral Education, Oxford AQA and Edexcel.

Our curriculum is enriched in a number of ways, including but not limited to: Masterclass, sports days, art, music and creative performances (e.g. Winter Celebration), events, educational visits - local, national and international. Importantly, in recognition of Emirati culture, our school celebrates a range of local events, including UAE National Day, Flag Day and International Day.

Early Years Foundation Stage

For our youngest children, their care, happiness and development is our highest priority at GEMS Metropole. In the Early Years Foundation Stage (EYFS) there are seven key areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding of the World, Expressive Art and Design. Learning through play is a key element of the EYFS framework and teaching and learning at MTS reflects this. The Foundation Stage follows the Curiosity Approach, which is a modern day approach to early childhood education with critical thinking and active learning at the forefront of its approach. This ensures the teachers place children at the centre of the learning journey and provide a personalised approach to each child's learning. Learners experience a balance of adult led, planned purposeful play (indoors and outdoors) with dedicated time provided for children to initiate their own learning. In this time, children can consolidate and practise the knowledge and skills and teachers provide scaffolded 'in the moment' questioning and learning opportunities to enable each child to meet their learning next step. The development of children's learning skills known as 'The Characteristics of Effective Learning' (Playing and Learning, Active Learning, Creating and Thinking Critically) are supported throughout the daily routine and teaching and learning approaches are adopted. The individual needs of children are identified (following the Inclusion Policy) so that their needs can be met and talents can be honed.

Inclusion

At GEMS Metropole school we believe that all learners can achieve and make progress, including those with additional needs. Through careful lesson planning, modifications, adaptations and use of alternative curriculums learners are provided opportunities to access learning in a range of environments. Where there is an additional need, class teachers work collaboratively with the Inclusion Team, the individual learners, parents and therapists to ensure that they are supported through an effective Individual Education Plan (IEP). Learners



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receive

‘push-in’

and

‘pull-out’

individual

and

small



group support from the Inclusion Specialist teacher to support in areas outlined in the IEP, from the class teacher, parents and/or therapists.

Where a learner is an English language learner, a paid EAL support program is offered that provides the student with individual and small group 'push-in' and 'pull-out' English language support classes, resources and an Individual Language Plan (ILP).

For our Gifted, Able and talented learners, teachers provide challenge and opportunities in line with the learners Future ILPs which have been developed with students and the Futures coordinators'.

Equal Opportunities

MTS recognises the value of and seeks to achieve a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences.

Parental Involvement

At MTS we recognise just how important parents are in supporting the education of their child or children. We encourage parents to support learning at home by carrying out daily reading and supporting home learning. Parents are also involved in shared learning mornings, where they are welcomed into school to enable students to share their learning journey with parents.

Assessment and recording

Learners have baseline assessments when they first arrive at MTS. Regular progress checks across the academic year ensure that all learners are supported effectively in achieving their targets.

Intervention processes are in place to narrow their gaps in learning.

Assessment data is recorded on Go4Schools, the results of which are analysed and inform planning to ensure pupil progress. There will also be mandatory assessments in certain year groups as per KHDA guidelines. Parents will receive regular progress updates, be invited to attend parent consultation days and a comprehensive end of year report.

Resourcing

Each classroom is fully equipped with an interactive board. Class teachers will create imaginative and engaging classroom environments for their learners. Classroom libraries exist in key areas, as well as school libraries, which the learners visit weekly. Learners are provided with sufficient exercise books and writing materials. All students from Year 2 - Year 11 are required to have an iPad and from Year 7 - 13 a MacBook is optional to support learning. Any additional resources required will be communicated with parents. A CPD library also exists for staff.

Roles and responsibilities

a. Local Advisory Board/ GEMS - GEMS will carry out regular internal reviews to monitor the standards of teaching and learning across the school and provide support for the MTS team.

b. Leadership Team - The members of the Leadership are accountable for standards of teaching and learning across the school. On the basis of the monitoring and evaluating cycle, including pupil data and pupil progress interviews, appropriate in-service training will be identified and offered.

c. Teachers are encouraged to engage with other GEMS teachers through network meetings and are directed to where appropriate for external training, including courses provided by the Cluster PD network.



d. Subject, Year and Department Leaders - To be effective, collaboration between all leaders is required. All leaders need to take responsibility in achieving the highest standards of teaching and learning in all subjects, supporting their team members and senior leaders.

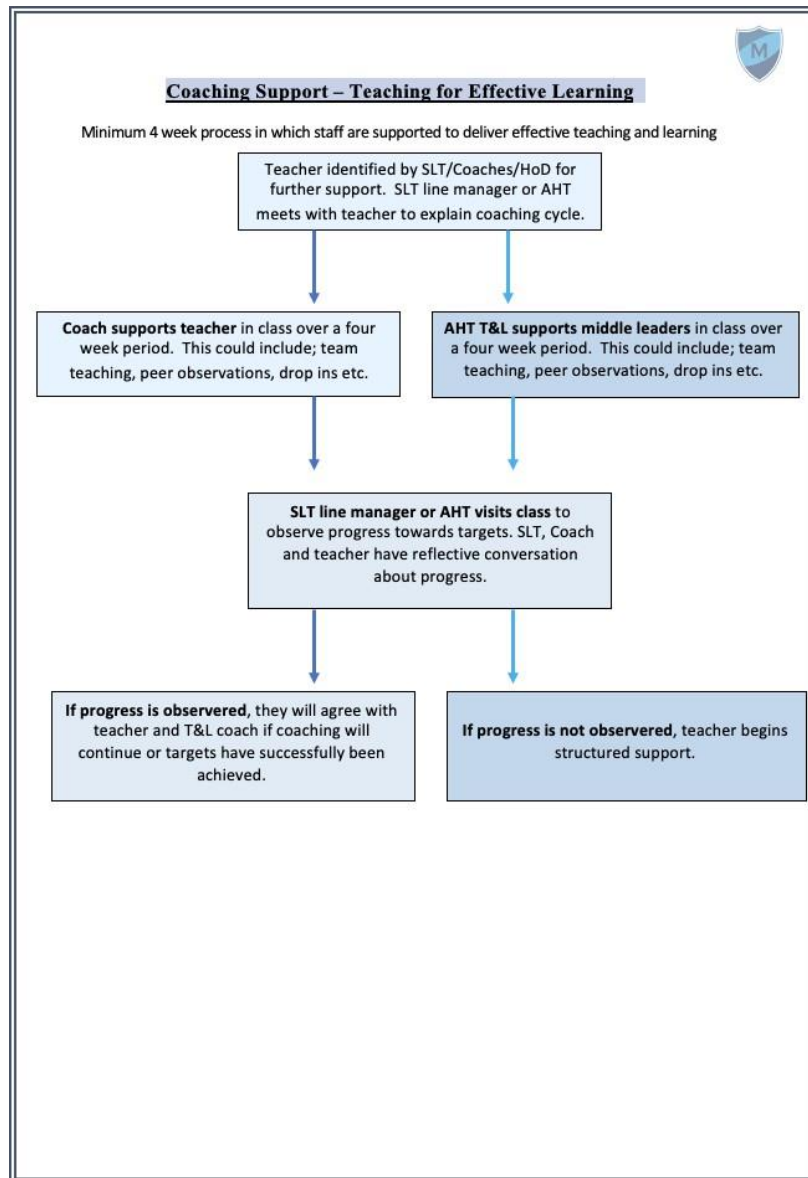
e. Teachers - Teachers are responsible for meeting all of the non-negotiables for teaching and learning which are noted in the Teaching and Learning Handbook. They must comply with the GEMS Global Teacher Standards which are aligned with KHDA guidance and the UAE Teacher Competency Standards.

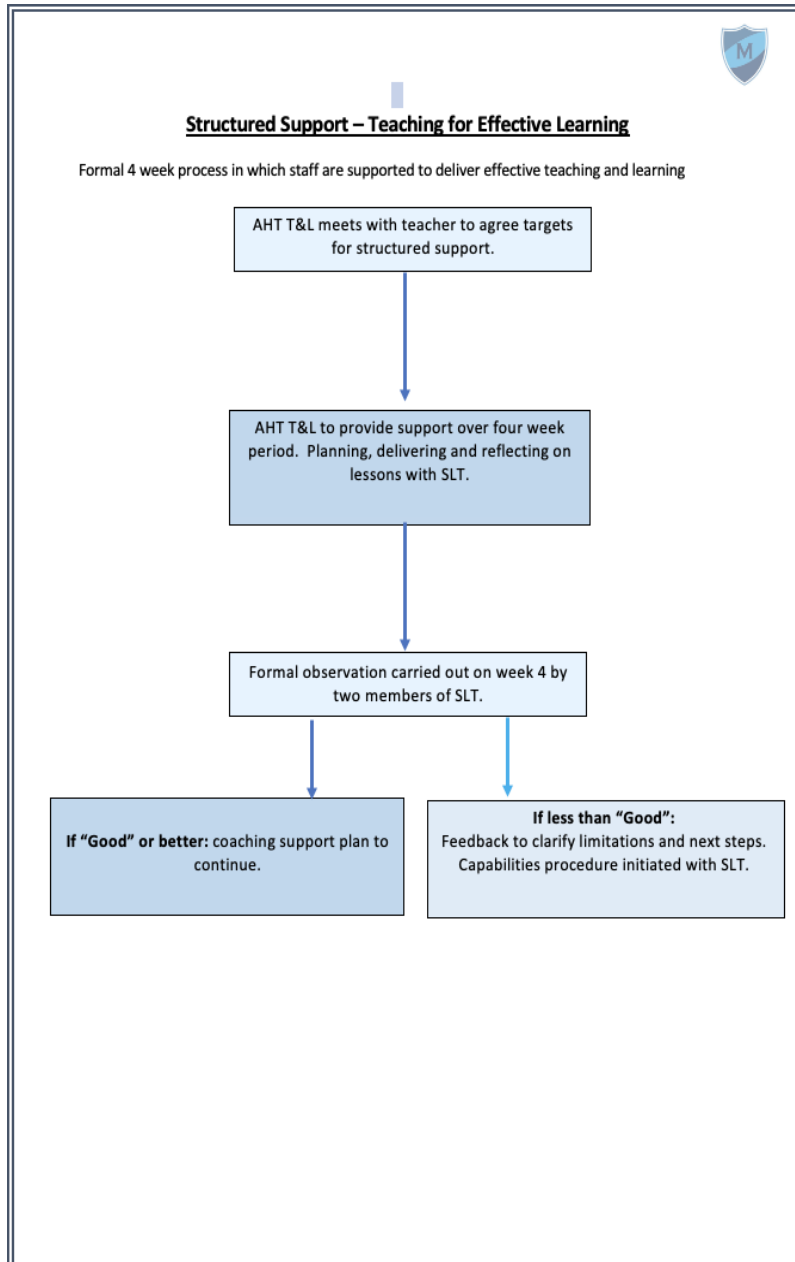
Structured Coaching

Where a teacher does not reach a level of Good in a lesson observation, a Coaching programme will be followed. (Please see appendix 1.)



Appendix 1







Capability Proceedings

6 week process in which staff are monitored for their teaching and learning effectiveness.

Week 1

Letter to Teacher from HR to explain capability procedure and arrange a formal meeting.

Formal meeting

Teacher + Head of school + SLT + Admin staff (to minute meeting)

During the meeting the following will be discussed:

- Outline of concerns
- Targets to be set with success criteria
- Agree further guidance, counselling and training
- Set arrangements for monitoring
- Share a named member of SLT responsible for support
- Failure to meet required standard may result in dismissal

Weeks 2-5

Weekly Observation to take place by 2 x SLT

Weekly meeting with DHT/HoS to discuss:

- Lesson feedback
- Teacher to share weekly planning
- Teacher to share book samples
- Progress to achieving targets set
- Further support needed to achieve targets

Week 6

Formal Review

Teacher + Head of school + DHT + Admin staff (to minute meeting)

During the meeting the following will be discussed:

- Progress over the 6-week period
- Whether targets have been met
- If targets are met what further support is needed
- If targets are not met dismissal procedures